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ABSTRACT

This guide for pupil personnel administrators, provides procedures, timelines, resources. and sample statistical tables for conducting a needs assessment to meet the Illinois State Board of Education requirement. Basic recommendation procedures for conducting a pupil personnel services (PPS) needs assessment are identified as follows: (1) organize a planning group; (2) review available data; (3) identify goals and the target group(s) to be surveyed; (4) determine the methodology to be used; (5) decide on follow-up procedures; (6) develop procedures for analyzing and interpreting needs assessment results; (7) determine how the data are to be translated into programmatic goals and objectives; and (8) plan how and to whom results are to be disseminated. Each procedure is explained in a step-by-step approach, and time lines are provided for each step. A building and population survey form is provided, and potential data sources and samples of goals (covering personal/social, teaching/learning process, vocational, PPS, and home-school relationships/communications areas) are listed. References are included. (WAS)

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PUPIL PERSONNEL SERVICES: NEEDS ASSESSMENT PROCESS

Department of Specialized Educational Services
Illinois State Board of Education
Springfield, Illinois
April 1983

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Illinois State Board of Education

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State Superintendent of Education

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PUPIL PERSONNEL SERVICES: NEEDS ASSESSMENT PROCESS

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PHILOSOPHY

The foundation of a comprehensive and effective pupil personnel services (PPS) program is needs assessment. Priorities in pupil personnel services programming should develop from identified needs of students, staff, administrators and parents, ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on objective data, systematically obtained. Systematic and ongoing data collection helps pupil personnel services remain relevant to changing environmental conditions and human needs.

It is required of all school districts under State Board of Education Document I that a needs assessment in the area of pupil personnel services be accomplished. This document will provide guidelines to meet this requirement. While other vehicles exist to comply with this requirement, this procedure will insure compliance. In addition to providing a procedure; timelines, resources and statistical sample tables are offered.

Needs assessment is a part of the larger process of decision making and planning programs and not an activity independent and complete in itself. Needs assessment is the process that identifies the perceived or expressed needs of students, staff, parents and community members. It uses measurements and activities to obtain data between what currently exists and what is desired.

In developing a procedure for assessing needs, pupil personnel leaders should consider how the process will fit into the total programmatic plan for the district. Ideally, each local school district has adopted a set of system goals based on a system-wide comprehensive needs assessment. These goal statements indicate the long range expectations of the school district and provide a sense of direction for programs and services. PPS personnel should play an integral part in developing the goals and objectives for the services they perform. An effective method to assure that these services fit with the plan and goals of the district, is to conduct a periodic (every three to five years) pupil personnel services needs assessment. Basic goals of the district PPS needs assessment should be to develop a basic understanding of the environment/community in order to plan a total school program without substantially increasing financial demands on the district; to create an awareness of the diverse student and staff needs which exist; to outline the school's role in meeting student and staff needs; and to collect baseline data to develop program evaluation procedures.

The basic recommended procedures for conducting a PPS needs assessment are identified as follows:

(1) Organize a planning group

(2) Review available data

(3) Identify goals and the target group(s) to be surveyed

(4) Determine the methodology to be used

(5) Decide on follow-up procedures

(6) Develop procedures for analyzing and interpreting needs assessment results

(7) Determine how needs assessment data are to be translated into programmatic goals and objectives

(8) Plan how and to whom results should be disseminated.

Each procedure is explained on the following pages in a step-by-step approach. The timelines accompanying each step are provided based on the field tests conducted in three Illinois school districts. It is suggested that these timelines be adhered to in order for the entire process to be completed in a timely fashion.

STEP 1 ORGANIZE A PLANNING GROUP

The board of education should be made aware that the district is entering into the process of conducting a PPS needs assessment. A representative group of central office administration, principals and pupil personnel services professionals should be identified to serve as the planning group. The individuals selected should have a personal commitment to improve their pupil personnel services program. Once the group is selected, a chairperson and recorder should be identified. Organizing a planning group is an administrative function for the purpose of: a) deciding which steps of the needs assessment process should be utilized; b) implementing those steps chosen; c) determining timelines for the entire needs assessment process; d) determining person(s) responsible for each step; and e) identifying needed resources (people, time, money, etc). A written management plan should be developed during this step. To assure that the process is progressing satisfactorily, checkpoints should be built into the plan. These may be a simple meeting of the planning group or these may involve a formal evaluation/review procedure.

STEP 2 REVIEW AVAILABLE DATA

Use of current data available from school records and community agencies gives a comprehensive demographic picture of the school district's needs and problem areas.

A. BUILDING AND POPULATION SURVEY

1. Survey of school population

Grade Level	Total population	Black	White	Asian	Spanish Surname	Other	Absentee Rate	Suspension/ Expulsion Rate	Retention Rate
Preschool									
Kgn.									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

2. Building Level Survey

Name of Building	Grade Levels	Total Population	Teacher/ Pupil/Ratio	#SSW Referrals	#Psy. Referrals	Counselor Caseload	Nurse Caseload	#Child Abuse Reports filed per year

*FTE SSW	*FTE Psy.	*FTE Counselors	*FTE Nurses	Free lunch Count	Reduced Lunch Count	New Students (after 3rd week) of School	Transfers out 9/1 - 5/30

*Full Time Equivalency

Single Parent Families	Blended Families	Special Ed. Services	Special Ed. Population	# Suspensions/ Expulsions	# Full Case Study Evaluations**

** Full case study evaluations excluding speech/language and home/hospital

3. What is the total number of preschoolers (3-5) screened per school year?_____
   How many are receiving special education services?_____
   How many failed hearing screening?_____
   How many failed vision screening?_____
   How many need speech/language services?_____

4. How many known student pregnancies occur per year? _____

5. Does a referral procedure exist for pregnant school girls?

6. Which community agencies are available for referral?

7. How many school-age parents are in attendance?

8. What follow-up programs/support systems exist for male/female school age parents? (i.e. day care, group counseling, referral to other agencies)

9. What is the drop out rate for grades 7-12?

10. Is there any district data on reasons for dropouts? If so, please comment.

11. How many of these students receive a GED from another source (Adult Ed., Junior College) by age 21? _____

12. Does the district analyze the reasons for which professional staff leave other than for retirement each year?

13. How many student and staff complaints and grievances were filed and on what issues during the last three years?

14. How many due process hearings were held and on what issues during the past three years?

15. Is there a waiting list for:
    (a) psychological services?
    (b) social work services?
    (c) counseling services?
    (d) nursing services?
    (e) case study evaluations?

B. COMMUNITY INPUT

1. Source: Local public health department or county clerk

   Infant mortality rate (may be available only on county basis) _____
   Birth rate _____
   Veneral disease reported cases ages 10-19 _____
   Death rate ages 1-19 _____
   Death rate of parents of school age children _____
   Are there health problems unique to your area? (i.e. large migrant population, lack of health agencies, etc.)

2. Source: Police department or court system

How many adjudicated delinquents are in your area? _____
How many 10-19 year olds are on probation? _____
What is the teenage crime rate? _____

3. Source: Illinois Department of Public Aid

How many families receive AFDC? _____
What is the unemployment rate? _____

4. Source: Illinois Department of Children and Family (DCFS) services

How many child abuse/neglect referrals are made per year? _____
How many foster children reside in the district? _____

5. Source: Illinois Department of Mental Health/Local Mental Health Clinic

What is the local pattern of teenage drug/alcohol abuse?

How many children are receiving counseling services?

6. What services are available locally from local mental health clinics, DCFS, AA, local agencies, etc.

STEP 3 IDENTIFY GOALS AND THE TARGET GROUPS TO BE SURVEYED

Selection of goals will be unique to each local school district based on the information obtained in STEP 2. However, certain basic goals will be common to all. Goals, proposed, are checked against surveys of pupil, staff and community needs and further checked against school practices, programs and resources. Underlying assumptions in the development of goals are that comprehensive pupil personnel services are to be provided for all children in compliance with all relevant state/federal laws, regulations and local district policies.

Listed is a sample (though not all inclusive) of goals from which a district may select. The right hand column indicates the groups who could be surveyed to provide information for each particular goal. The planning group will need to identify the goals, subsequent groups to be surveyed, and develop specific questions for each goal.

	Students	Parents	Community	Teachers	Admin.	Board Members	PPS Staff
Personal/Social							
1. Students feel positive about themselves and accepted by peers, teachers, parents, etc.							
2. Students possess a satisfying balance of independence/dependence.							
3. Students understand people of various social, cultural and ethnic backgrounds.							

	Students	Parents	Community	Teachers	Admin.	Board Members	PPS Staff
4. Students have an understanding of and are able to interpret the social demands and behaviors of adults.							
5. Students understand and use good work and study habits.							
6. Students utilize knowledge and skills for developing and maintaining emotional maturity, good physical and mental health, and good citizenship.							
7. Staff assist in adjusting classroom experiences and establishing a school climate conducive to individual and group developmental growth.							
Teaching/Learning Process							
1. Staff (teachers, administrators, PPS personnel) understand the individual needs of their students.							
2. Staff identifies students with special needs and manage resources in meeting those needs. This includes establishing screening procedures to identify students with special needs.							
3. Staff provides student appraisal data and records.							
4. Staff have knowledge and utilize appropriate community resources to meet the needs of their students and assist individuals and community agencies in understanding and utilizing school resources effectively.							
5. Staff know each student and assist him/her in setting his/her learning goals.							
6. Staff work as a team with colleagues and collaborate on bringing the expertise and strength of each to help students.							
7. Staff facilitate the child's transition from home to school, within the school setting at each academic level and between educational levels.							

	Students	Parents	Community	Teachers	Admin.	Board Members	PPS Staff
Vocational							
1. Students are able to develop skills in exploring, making decisions, and pursuing needed and desired learning and training in secondary/post secondary years.							
2. Students understand their vocational/academic interests, potentials, and personal characteristics in relation to the opportunities in the world of work and the life style they choose.							
3. Students formulate realistic educational and vocational career plans.							
4. Parents learn about educational and career opportunities for their child.							
PPS							
1. Board provides adequate funds to support PPS activities.							
2. Board provides PPS programs staffed by certified/qualified personnel.							
3. Board/Administration provides adequate facilities for PPS functions.							
4. Staff are aware of legal and ethical standards relevant to PPS.							
5. Parents and community members develop an understanding of the school's PPS program.							
Home-School Relationships/Communications							
1. Parents understand the school's responsibilities to their child.							
2. Parents know the importance of the home and school in supporting each other's efforts.							
3. Parents have an understanding of their child's developmental needs.							

STEP 4 NEEDS ASSESSMENT METHODOLOGY

Individual school districts may use various alternative approaches to needs assessment. Some alternatives include formal survey (through direct, telephone or mail questionnaires), commercially prepared assessments, the goal assesment sheet and/or informal interviews. Several publics need to be included such as parents, teachers, students, administration, PPS professionals, school board and community members.

In determining the methodology to use in a particular setting, relevant and material sources should be chosen. Strategies for selecting relevant and material sources are: Who has the most direct involvement (closest to issue)? Who are the wisest and most prudent sources? Who are the best informed sources? Once determining the sources of information, several methods may be considered. These are identified below with strengths and weaknesses of and helpful hints for each method.

Questionnaires:

Hints:
1) Determine the sample.
2) Preannounce the mailing of the questionnaire.
3) In a cover letter, introduce the purpose of the questionnaire, stressing the importance of information from all respondants.
4) Keep questionnaire wording simple - ranking lists are possible if kept short. Ratings should be clear. Fill in the blanks are possible for one or two items but tend to frighten people. Check lists work in the place of ranking - "check 3 important..."
5) Do not link two ideas for a single rating if ratings are used.
6) Follow up with a post card reminder.

Strengths:
- Cover a large number of people
- Reduced man power involvement
- Can be answered at the convenience of respondent
- Can allow for reflection on the part of respondent.

Weaknesses:
- Return is uncertain
- Analysis of write in responses takes time.

Telephone Interviews:

Hints:

(1) Select the sample, e.g. random, stratified.
(2) Preannounce the telephone survey. If using a pre-selected group, send a letter announcing the time or setting an appointment for the interview.
(3) In the introduction use an important title, i.e. organization name, indicate the person was specially selected to respond, indicate how long the interview will take (usually not more than 15 minutes), be polite and ask if there's a better time to call.
(4) The questions whether they are forced choice, listing a set of options, or yes/no should be sequenced. Avoid threatening questions, e.g. Do you know?
(5) Reconfirm questions if previously answered.
(6) Insure anonymity of individual responses.
(7) More than one person should be at a setting with a designated supervisor.

Strengths:	Weaknesses:
Greater return	Training of interviewers
Reach larger number of people	Time involvement
	Human resources
	Time of day (recommend between 6-8 p.m.)

Mail Survey

Hints:
(1) Preannounce mailing
(2) Include self-addressed stamped envelope or postcard
(3) Include timeline
(4) Identify contact person
(5) Assure anonymity
(6) Ask demographic question rather than code

Strengths:	Weaknesses:
Cover larger number of people with less labor	Potential low return rate (50-70% return is generally adequate)
Receive thoughtful information	

Polling

Hints:
(1) Possibilities of locations to poll should be reviewed, e.g. grocery stores, malls, schools, etc.

Strengths:	Weaknesses:
Face to face interview	Generalizability of sample
Allows for elaboration, follow-up	Demographic representation
Allows use of exhibits, examples, pictures,	Human intensive-limited sample
Gets immediate reaction	

Random Sampling

In a random sample, every element of the group has an equal probability of selection. This precision is necessary for an investigator to make a claim that the results of an anaylsis can be considered representative of the entire group. This claim is necessary to meet a challenge of audit or evaluation results. The challenge could be general: "How do you know that the group you examined is similar to the entire group?" Or the challenge could be specific and include a counter claim: "The group you examined is not similar to the entire group because it represents only specific subsets of the group and is therefore biased."

Using a random sample allows response to such challenges. While all samples are subject to some error, that possibility can be calculated and an estimate of sampling error stated. We can then be confident, to a specified extent, that the results derived from examining the sample are representative of the entire population. In interpreting survey results, it should be remembered all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population had been interviewed.

In addition to random selection, confidence necessitates selecting a sufficient number for the sample. For smaller populations (300-500) the sample size needed to reach the traditional levels of confidence (usually stated as .90, .95, or .99) is often nearly the entire population.

One approach to implementing random sampling consists of:

- Defining the population to be sampled--this must be sufficient to identify what is to be included and what is to be excluded.
- Establishing an unduplicated list for the entire population numbered sequentially.
- Selecting the confidence level and error rate.
- Using a table or computing the necessary sample size for accurate representation of the entire population at the selected confidence level and error (tables are included at the end of this section).
- Using a random number table to identify the members of the population to be selected for the sample.

Table of Sample Sizes

(Error Rate)

(Confidence Level)

	.01					.05					.10				
	99%	95%	90%	85%	80%	99%	95%	90%	85%	80%	99%	95%	90%	85%	80%
2,000,000	16,440	9,558	6,742	5,149	4,107	663	384	271	206	165	166	96	68	52	41
1,500,000	16,395	9,543	6,735	5,145	4,104	663	384	271	206	165	166	96	68	52	41
1,000,000	16,306	9,513	6,720	5,136	4,098	663	384	271	206	165	166	96	68	52	41
900,000	16,277	9,503	6,715	5,133	4,096	663	384	271	206	165	166	96	68	52	41
750,000	16,218	9,483	6,705	5,127	4,093	662	384	271	206	165	166	96	68	52	41
500,000	16,045	9,423	6,675	5,110	4,082	662	384	270	206	165	166	96	68	52	41
400,000	15,917	9,379	6,653	5,097	4,073	662	384	270	206	165	166	96	68	52	41
300,000	15,709	9,306	6,616	5,075	4,060	662	384	270	206	165	166	96	68	52	41
200,000	15,308	9,164	6,544	5,033	4,032	661	383	270	206	164	166	96	68	52	41
100,000	14,220	8,763	6,336	4,909	3,953	659	383	270	206	164	165	96	68	52	41
90,000	13,998	8,678	6,292	4,882	3,935	658	383	270	206	164	165	96	68	52	41
80,000	13,731	8,575	6,238	4,850	3,914	658	382	270	206	164	165	96	68	52	41
70,000	13,403	8,445	6,169	4,808	3,887	657	382	270	206	164	165	96	68	52	41
60,000	12,988	8,279	6,080	4,754	3,851	656	382	269	206	164	165	96	68	52	41
50,000	12,449	8,057	5,959	4,679	3,802	654	381	269	206	164	165	96	68	52	41
40,000	11,720	7,745	5,787	4,572	3,731	652	381	269	205	164	165	96	68	52	41
30,000	10,677	7,275	5,520	4,405	3,619	649	379	268	205	164	165	96	68	52	41
20,000	9,064	6,489	5,055	4,103	3,413	642	377	267	204	163	164	96	67	51	41
10,000	6,238	4,899	4,035	3,405	2,916	622	370	263	202	162	163	95	67	51	41
9,500	6,039	4,776	3,952	3,343	2,872	620	369	263	202	162	163	95	67	51	41
9,000	5,833	4,646	3,862	3,281	2,824	618	368	263	202	162	163	95	67	51	41
8,500	5,619	4,509	3,767	3,212	2,773	615	368	262	202	162	163	95	67	51	41
8,000	5,394	4,212	3,557	3,059	2,657	609	365	261	201	161	162	95	67	51	41
7,500	5,164	4,212	3,557	3,059	2,657	609	365	261	201	161	162	95	67	51	41
7,000	4,929	3,877	3,315	2,876	2,520	602	363	260	200	161	162	95	67	51	41
6,500	4,686	3,693	3,130	2,775	2,441	597	361	259	200	160	161	95	67	51	41
6,000	4,406	3,693	3,130	2,775	2,441	597	361	259	200	160	161	95	67	51	41
5,500	5,044	3,883	3,315	2,876	2,520	602	363	260	200	161	162	95	67	51	41
5,000	5,238	3,984	3,414	2,954	2,589	609	365	261	201	161	162	95	67	51	41
4,500	2,583	2,206	2,079	1,895	1,735	543	341	248	193	156	157	93	66	51	41
3,000	1,785	1,655	1,544	1,442	1,346	498	322	232	187	152	153	92	65	50	40
1,000	943	906	871	833	805	399	278	213	171	141	142	88	63	49	40

To find the necessary sample size, first locate the size of the population in the extreme left column. Read across on that row until you come to the column representing the error rate and confidence level you want for the study. The number at that intersection is the size of the sample you will need.

STEP 5 FOLLOW-UP PROCEDURES TO BE USED IF YOUR INITIAL RESPONSE RATE IS INADEQUATE

To assess whether your initial response rate is adequate, refer to the Table of Sample Sizes. Enter the table by locating the size of your sample (i.e., total number of surveys you originally distributed) and the corresponding minimum number needed to reach the desired level of confidence.

A return rate below the minimum required necessitates an examination of why the response rate was inadequate. Common explanations might include an inadequate amount of time for respondents' to complete surveys, respondents' lack of motivation, unclear directions, and/or the questionnaire was too lengthy. If feasible, the planning group should take steps to correct the problem, such as clarifying directions.

If no explanation or remedy is apparent or available, the planning group should choose from the following alternatives in order to secure an adequate data base.

1. An individual written reminder notice sent to each potential subject, phone calls to solicit additional responses, ads in local papers or other media, and/or verbal reminder notices. If the original questionnaire responses were anonymous, the individual contacts would need to be made with all subjects in the original sample. If the returned questionnaires were identifiable, the individual notices could be distributed to only nonrespondents.

2. Follow-up surveys could be distributed with self-addressed business reply envelopes. A cover letter could also be included stressing the importance of completing the survey. Again, if the original survey respondents were not identifiable, duplicate surveys must be provided to all potential subjects or to a random sample of the original pool. Further, if the respondents to the initial survey cannot be identified, the cover letter should stress that if the subject already submitted a completed questionnaire, another one should <u>not</u> be returned.

3. A direct personal interview or phone interview conducted with a random sample of the original subject pool (if the previously returned responses were not identifiable) or a random sample of the nonrespondents (if the initial respondents were identifiable). The number of subjects in this random sample would be determined by subtracting the number of responses already received from the minimum sample size required as found in the Table of Sample Sizes.

   If the random sample is composed of all subjects who received the initial written survey, prior to the beginning of the structured interview the interviewer should ask the interviewee if a written survey was completed, and if so, the interview should be terminated. This direct personal interview could consist of reading the written survey to the respondent or just being present when they complete it. The major disadvantage of this alternative is the lack of anonymity of the respondent and the potential affect this could have in biasing their responses. However, this could be minimized by the interviewer stressing the confidentiality of the subject's responses and using nondistrict employees as interviewers.

   Further, an attempt should be made to assess whether the responses from the original written survey are significantly different from those

generated from the personal interview. To accomplish this, the data from each could be initially analyzed separately. If no significant differences in results are revealed, the data from both the written and direct personal or phone interviews could be combined. If they are indeed different, then the planning group must decide whether differences can be attributed to real differences in the groups or whether differences are due to an artifact of the data collection procedure. For example, real differences between the two groups could be reflected if those subjects who did not respond to the original written survey and were subsequently interviewed are in fact more negative in their responses and this negative attitude could have also been reflected in their lack of response to the original survey. However, if the interviewed group are more positive in their responses than the group who completed the written survey, this could be an artifact of the data collection procedure in that it was not an anonymous survey.

The particular opposing explanation for the observed differences can only be determined on an individual basis by the planning group. However, it is important to make this determination because if the differences are real, then the data from the interview and written survey could be combined. If the differences are due to the data collection procedure utilized, it should not be combined and the data from the interview is invalid.

4. The final alternative is a heavier reliance on data collected from STEP 2.

STEP 6. DEVELOPING PROCEDURES FOR ANALYZING AND INTERPRETING NEEDS ASSESSMENT RESULTS

Analysis is the process of describing the collected information and ascertaining what statements and conclusions can be supported with the information. Analysis techniques should be chosen based on the questions to be addressed by the study and the type of information that was collected. Obviously techniques can be applied to address various questions, and they vary greatly as to their nature.

Universities and colleges are valuable resources for school districts. University Departments of Education, Psychology, Social Work, Guidance and Counseling, Research and Statistics, etc. can lend technical assistance to school districts developing a comprehensive needs assessment. Graduate students may be able to assist districts while fullfiling their university degree programs.

The interpretation of the findings should be reviewed by people who have a background in education and pupil personnel services. In many instances it may be useful to have an expert review or audit the analysis plan and results to determine their soundness and to ensure that the conclusions reached in the reports can be justified based on the information collected and analyzed.

Listed below are eight steps a school district might choose to use in analyzing and synthesizing the data gathered from the needs assessment.

1. Describe the program of interest as completely as the data permit (noting especially the program's goals, design, process, costs and results).

2. Describe the subjects of interest as completely as the data permit (especially in terms of their developmental levels and their attitudes toward the program).

3. List the issues and concerns that are revealed in the program and student data (e.g., weak administration, unrealistic goals, lackluster teaching, poor parental support, unmotivated students, inadequate finances and unsafe conditions).

4. Search out evidence that would either support or refute the identified issues and concerns (such evidence may be in interview and observation protocols previously not scrutinized or in other data that have not been analyzed in detail; or it may be necessary to collect additional data on the questions of interest).

5. Perform discrepancy analyses if they are called for in the needs assessment design (e.g., such analyses may identify the percentages of students that performed above some critical level on a given instrument).

6. Perform comparative analyses if they are specified in the design (these may identify the percentages of students that are observed in each decile or quartile of a norm group distribution; they may give the position of a score, mean, or median in a percentile or standard score distribution for a norm group; or they may show the relative heights of a cumulative bar graph for each subject or group of subjects).

7. Perform a strengths analysis (e.g., by searching out funding opportunities, and qualified persons that are available and may be applied to the validated issues and concerns).

8. Formulate conclusions and projections (e.g., these may concern realized versus unrealized objectives, met and unmet needs, treatment sufficiencies and deficiences, desirable or undesirable side effects, used, unused and misused opportunities, problems and tradeoffs, and possible alternative futures).

STEP 7 DETERMINE HOW NEEDS ASSESSMENT DATA ARE TO BE TRANSLATED INTO PROGRAMMATIC OBJECTIVES AND ACTIVITIES.

This step is a function of the original planning group. The goal statements selected from STEP 3 are reviewed against the analysis completed in STEP 6. The goals are then prioritized by the planning groups. Goal statements are then divided into several basic objectivies. These objectivies are divided into activities which specify what must be accomplished to enable students and staff to reach goals. Student objectives are called behavioral objectives. Staff objectives are called operational objectives.

An objective specifies a culminating behavior resulting from a series of activities. Each objective should contain three elements: the behavior or result desired, the conditions under which the behavior or result is to be exhibited and the evaluation criteria. The objectives should be logically sequenced and written using action verbs which lessens the chances that the objectives will be subject to interpretations. (e.g. to believe vs. to define).

After goals and objectives are developed and priorities established, worksheets are used to define activities, procedures, resource personnel, timetables and budget for all areas of PPS. Followup in the evaluation phase indicates the need for further modification of practices to achieve desired results.

*Example to be inserted after (based on) field test.

STEP 8 PLAN HOW AND TO WHOM RESULTS SHOULD BE DISSEMINATED.

Survey information and resulting programmatic changes should be disseminated to the Board of Education for approval and resource delegation. Professional PPS staff should be inserviced as well as general staff, students and the public.

The Board report needs to be written and presented verbally, preferably by members of the PPS team. Bulletins (professional and student newspaper) can provide the vehicle to inform staff and students of the results of the needs assessment. The report contents should include purpose and design, description of program and subjects, analysis, conclusions and projections, recommendations and limitations of the study.

Plans relative to the public should include a brochure describing needs assessment and programs developed and representatives of the PPS team available to speak to service clubs, etc. (Speakers Bureau). Local community talk shows, radio spots, coffees, and noon luncheons are other vehicles to use for dissemination of information.

References:

Kimmel, Wayne A. Needs Assessment: A Critical Perspective

Stufflebeam, Daniel L. Working Paper on Needs Assessment in Evaluation

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